**A note about this space**

When we think of classroom bulletin boards we often hold an image of a wall of similar pictures, one for each child in the class. We get a glimpse of one assignment and how each child responded to it. **We hope to do something different** in this space, and in doing so we are taking a risk that you will enter into a new consideration of our classroom work.

This space **outside** our classroom provides a window into the learning happening **inside** our classroom. It is not mean to offer evidence about how any particular child is succeeding. Rather, you might imagine here that **you are looking through the wall into our classroom, where small groups of children are engaged in pursuing a variety of problems in different ways.** All of the children in kindergarten are exploring materials and processes that lead them to new discoveries and questions. My hope is that the documentation here allows you to appreciate the **activity of learning** (beyond the specific activities themselves).

Where is my child’s work?

While you might not see a product of each child in KT, the experience of every child is represented here. **Children participate in different ways at different moments.** While three children are showing their work during a Work Share meeting, many others are responding to it – and as they do so, they **stretch their own thinking, provoke their own ideas, ask questions of themselves, and make plans** for how they might approach a task next.

Who decides?

Teachers usually decide what is wall-worthy. We often hang students’ “best work” or the results of a critical assignment. What we hang on our bulletin boards, after all, is a reflection not only of the children but of ourselves as teachers: we reveal our values, our aesthetic, our pedagogy and philosophy. We also care very much that our students’ efforts are appreciated, and we hope that passerby will stop and look.

***This* space is defined by the kindergarteners.** We have talked about how this wall gives people who don’t usually come inside our classroom a chance to see what work we are doing. When the children were asked recently to consider the work they’d been doing and **which work they thought most important to share with people outside our classroom, they immediately identified the work you now see here.** Not only did they choose the kid of work to show you, they made suggestions for how it might be displayed so that you might best appreciate it.

You, too.

The children, too, hope that you will stop and look. Beyond that, you might **add your questions, ideas and impressions.** In this way, you will be participating in our Work Share; your voice will be brought back to the children so that while they consider each other’s perspectives, they will consider yours as well. **You will have a hand in moving their learning forward.**

**Thank you for taking the time to look carefully at our work.**

Melissa Tonachel, 2008